

The Alliance for Inclusion and Prevention, Inc.
Washington Irving Middle School
presents:

A PARENT'S GUIDE TO THE AIP PROGRAM

Our Mission Statement

The Alliance for Inclusion and Prevention, Inc. (AIP), a private, non-profit agency, has existed since 1995 to promote student achievement in public school. AIP strives to reduce the nonacademic barriers to learning by means of high quality special education and mental health services to at-risk children, their families, and schools in the least restrictive setting possible. The AIP seeks to support school success through academic achievement, and the development of healthy behaviors and relationships. The AIP provides school-day inclusion services to students with emotional and behavioral difficulties, as well as after school services to students at-risk of not succeeding in school. Parent involvement is a necessary ingredient in both setting and achieving these goals.

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WELCOME TO AIP

Our goal is to create a helpful environment for students who need services that aren't usually available in a public school setting. Based on your child's academic and behavioral readiness, AIP will work to help him or her reintegrate into public school classes. As a public school student, your child is expected to follow all the rules of the Washington Irving Middle School.

HOW TO GET IN TOUCH WITH US

If you need to talk to someone in the program, you should call **(617) 469-0074** Monday through Friday during the school day and afternoons. If you do not reach someone directly and get our voicemail instead, follow the prompts in order to leave a message for the appropriate person. Messages for Counselors should be left in the **general voicemail** box.

Our fax number is **(617) 469-3281**.

If you would like to write to us, our address is the same as the Irving School:

Alliance for Inclusion and Prevention, Inc.
Washington Irving Middle School
105 Cummins Highway
Roslindale, MA 02131-2614

WHO ARE OUR STUDENTS?

- Middle school students in the Boston Public School (BPS) district
- Students going from residential & therapeutic day schools back into public school
- Students already in public school who need additional support and services
- Students with social, emotional and behavioral issues
- Students who want to achieve inclusion in public school classes

SOME OF THE SERVICES WE PROVIDE FOR YOUR CHILD

- Access to public school resources and opportunities
 - Inclusion in public school classes (on an individual basis)
 - Emotional support
- (continued on next page)

- High staff to student ratio--a Boston Public School (BPS) special needs teacher and an AIP Behavior Specialist in each of our classrooms, two Behavior Specialists in the Planning Room outside of the classrooms
- Each student is assigned a Classroom Counselor for individual and group counseling
- Therapeutic after school program Monday through Thursday
- Strong emphasis placed on parent/family involvement

BEGINNING OF SCHOOL YEAR RESPONSIBILITIES

As we stated in our mission statement, the key to your child's success in AIP and in public school is your involvement and active support throughout the school year and during the summer.

Enrollment

In order for your child to start in the AIP program, you will need to participate in a **Student/Parent Orientation** where you will:

- Identify academic and behavioral goals for your child
- Complete all AIP paperwork
- Finalize all BPS procedures
- Schedule your **Parent/Counselor Interview** and **Treatment Planning Meeting**
- Sign-up for after school program if appropriate

End of Week 1

At the end of your child's first week, you will participate in a Parent/Counselor interview. This is the time to provide your child's Counselor with background information as well as your child's academic and social history. This, too, is a mandatory meeting.

End of First Month

When your child completes his/her first month in AIP, you and your child will join the AIP staff and teacher(s) for a Treatment Planning Meeting. At this meeting we will:

- Discuss the goals set by you and your child's Counselor
- Discuss a timeline of when your child will start inclusion classes
- Review your child's performance in the program
- Review your child's benchmark test results

- Discuss any other important issues you may have

ON GOING PARENT INVOLVEMENT

Check-ins/Conferences

In an effort to keep you updated and provide the best service possible, your child's Counselor and/or teachers will check in with you every now and then to pass on information and to let you know how your child is doing. You should feel free to do the same. In fact, we encourage all parents to communicate regularly with us.

At times, there will be issues we need to discuss more in depth or in person, so we will schedule a face-to-face conference or meeting. This will probably happen less often than the check-ins. We always try to be flexible when scheduling any meeting where you have to come to the school. Again, we strongly encourage you to arrange a meeting with us if you want to talk in person about anything.

Parent Nights & Open Houses

Throughout the school year both AIP and the Irving will conduct Parent Nights and/or Open Houses as well as Parent Workshops. Because some of these events will be mandatory, we will make sure you know well in advance (either at Orientation or your Treatment Planning Meeting) which ones you must attend so you can save the dates.

Hearings

In the case of disciplinary problems, you may be required to attend a hearing with your child. There are two types of hearings:

- **Formal** suspension hearings conducted by the Irving Assistant Principal to address serious rule violations and possible suspension *and*
- **Informal** hearings conducted by AIP as an alternative to a formal BPS hearing

The informal (alternative) AIP hearings are conducted when:

- AIP deems it appropriate and helpful to your child to hold an alternative, informal hearing rather than refer the case to a formal BPS suspension hearing

As a parent, you always have the right to request a formal BPS hearing instead of the informal AIP hearing if you prefer.

School Supplies

Parents should provide their child with the necessary tools to complete their work and stay organized. Your child should come to school **every day** with pen(s), pencil(s), eraser, a notebook (a 5 subject notebook or binder with dividers is sometimes easier than multiple notebooks), a book bag, and a tracker (see below).

Using the BPS Tracker to Your Advantage

Your child will be given a BPS “tracker” at the start of the school year. Your child will be expected to use the tracker every day, so you should check your child’s tracker daily. The tracker will be used for:

- Recording all home work assignments
- Recording notes from *or* sending notes to teachers and /or Behavior Specialists
- Notice of important dates, events and very useful information

GRADING

Grades are generally based on three equal parts:

- Home work – according to Irving school policy, your child should receive a minimum of one hour of home work per night
- Conduct & Effort – behavior and effort are a critical part of your child’s grade, especially while in a behavioral program
- Test & Quiz Scores – teachers will give regular quizzes and tests as one way of evaluating your child’s performance

Halfway through a term, you will receive a “How Am I Doing?” form from the teachers indicating your child’s grades and progress up to that point. You must sign the form and return it to your child’s teacher to verify that you have seen the report. If your child is failing the term, (s)he will receive a BPS warning notice in addition to the How Am I Doing form.

At the end of every term, the Irving normally holds an Open House for all parents. This is a good opportunity to meet with Irving staff as well as AIP staff and talk about your child on an individual basis. A reminder will be printed at the bottom of your child’s report card.

ATTENDANCE

Attendance in school is mandatory. Absences are handled according to BPS policy. Therefore, if your child exceeds the maximum number of excused absences per term/year, he or she is subject to the consequences set by the Boston Public Schools.

Excused & Unexcused Absences

If your child is sick, at a doctor's appointment or court date, or has any other legitimate reason to be absent from school, then he or she must have a signed, written excuse when (s)he returns to school or the absence will be marked as "unexcused." Students are responsible for making up any work they miss when they are absent.

If a student is **chronically** absent due to his or her social, emotional or behavioral issues and not illness, then (s)he may be required to produce a doctor's note in order to have an absence excused. If this is the case for your child, AIP staff will work with your child and you to develop a plan that is helpful and addresses the truancy problem.

Tardiness

Students are expected to be on time for school and should report at 7:20 AM. Students are considered officially tardy at 7:35 AM. Tardiness is handled according to BPS policy. Upon entering the building late, students must obtain a late pass at the front of the building to be permitted to join their class that is already in session. Students are responsible for making up any work missed when tardy.

Notification of Absence(s) and Tardiness

If your child is going to be absent from school or tardy, please notify the program by 7:30 AM that morning. If no one answers the phone, leave a message in the "general voicemail" box on the answering machine. **The phone number** to call is **(617) 469-0074**.

TRANSPORTATION

Students may get to and from the Irving by walking, getting a ride, or taking the school bus. If a student rides the school bus, (s)he may be on regular transportation or "door-to-door" transportation.

Generally, students prefer regular transportation where they get picked up/dropped off at the bus stop like most students who ride the bus. However, there are times when students are assigned door-to-door transportation as determined by their IEP. AIP can help to facilitate your child's transportation, but we do not make the final decisions regarding transportation. It is also important to note that a child's behavior on the bus is considered to be school behavior. Any misbehavior on the bus will be handled according to school policy.

YOUR CHILD'S DAILY SCHEDULE

The following daily schedule applies to the regular school day throughout the year. The day begins at 7:20 AM and ends at 1:30 PM when students report to their homeroom for dismissal. All students will participate in four academic periods each day. In addition, they will receive one specialty period where they will be included with students in regular education. There are also three different lunch periods during the day that will determine what time your child attends 3rd period. Students may bring their own lunch or eat the lunch served by the school.

7:00 - 7:20	On time/Breakfast
7:20 - 7:35	Homeroom/Attendance
7:35 - 8:55	First period
8:55 - 10:15	Second period
10:15-10:40	1st Lunch
10:40 - 12:00	Third period
10:15 - 10:55	Third period
10:55 - 11:20	2nd Lunch
11:20 - 12:00	Third period continued
10:15 - 11:35	Third period
11:35 - 12:00	3rd Lunch
12:00 - 1:20	Fourth period
1:20 - 1:30	Homeroom/Dismissal

Math, English Language Arts and Specialty classes are for 80 minutes each.

Science and Social Studies are for 80 minutes, but alternate weeks.

MEDICATION

In accordance with BPS policy, the nurse is the only person who is allowed to dispense **any** medication to your child (including aspirin or other over-the-counter drugs). In order to dispense any medication to your child, the nurse must have:

- An “Authorization to Dispense Medication” form that you can obtain from your child’s AIP Counselor, signed by you and the prescribing doctor.
- A doctor’s order for the prescribed medication
- The medication in a pharmacy bottle with a label that is identical to the doctor’s orders

UNTIL NEXT TIME...

We look forward to working with your child, and we are glad to join you as part of the team helping your son or daughter achieve success in the public schools.

In order for us to tailor our work to your child’s needs, we ask that you **complete the Summary Worksheet** on the next page (and help your child complete his or hers, too) **prior to your Student/Parent Orientation**. This will give all of us a concrete idea of what you and your child want to accomplish this school year while in the AIP program.

We realize that the Summary Worksheet may not be a “final document,” and that it may change over the course of the year just as your son or daughter will change. What’s important is that we all work toward the **same** goals for your child. Please, call us if you have any questions or need assistance with anything. See you soon!

Don’t forget, keep the Summary Worksheet attached to the handbook and bring the entire handbook with you to Orientation! Thank you.

SUMMARY WORKSHEET

What do you like best about your child?

What worries you the most about how your child is doing in school?

What specific behaviors or attitudes would you like to see your child change?

What are the services AIP offers that you think will be the most helpful to your child?

What type of information would you like to receive from the program regarding your child's behavioral and academic performance?

How often would you like to be contacted regarding your child's behavioral and academic performance?

What do you think is a realistic time frame for your child to achieve an inclusion class or classes?

Date of Parent/Counselor Interview: _____

Date of Treatment Planning Meeting: _____

Parent(s) Signature: _____ **Date:** _____